

Cainhoy Elementary/ Middle

2424 Cainhoy Road
Huger, SC 29450

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-8 Elementary School | |
| Enrollment | 373 Students | |
| Principal | John Spagnolia | 843-899-8975 |
| Superintendent | Dr. J. Chester Floyd | 843-899-8600 |
| Board Chair | Kathleen Bounds | 843-761-5437 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 5 | 50 | 72 | 9 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Below Average | Below Average | No |
| 2005 | Below Average | Below Average | No |

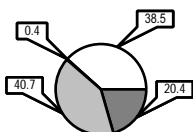
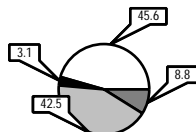
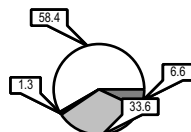
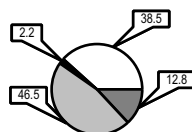
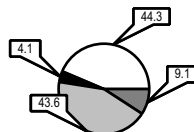
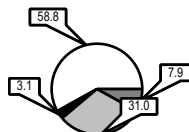
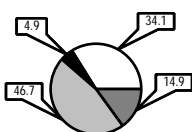
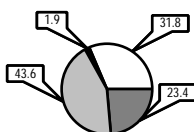
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 248 | 99.6 | 38.2 | 40.9 | 20.4 | 0.4 | 28.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 111 | 100.0 | 44.7 | 40.8 | 14.6 | 0.0 | 22.3 | | |
| Female | 137 | 99.3 | 32.8 | 41.0 | 25.4 | 0.8 | 34.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 20 | 100.0 | 28.6 | 28.6 | 42.9 | 0.0 | 42.9 | I/S | I/S |
| African American | 226 | 99.6 | 39.2 | 41.6 | 18.7 | 0.5 | 27.8 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 186 | 99.5 | 26.3 | 47.9 | 25.1 | 0.6 | 35.9 | | |
| Disabled | 62 | 100.0 | 72.4 | 20.7 | 6.9 | 0.0 | 8.6 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 248 | 99.6 | 38.2 | 40.9 | 20.4 | 0.4 | 28.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 246 | 99.6 | 38.6 | 40.8 | 20.2 | 0.4 | 28.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 212 | 99.5 | 39.1 | 41.6 | 18.8 | 0.5 | 27.4 | Yes | Yes |
| Full-pay meals | 36 | 100.0 | 32.1 | 35.7 | 32.1 | 0.0 | 39.3 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 248 | 100.0 | 45.6 | 42.5 | 8.8 | 3.1 | 20.8 | No | Yes |
| Gender | | | | | | | | | |
| Male | 111 | 100.0 | 53.4 | 36.9 | 6.8 | 2.9 | 16.5 | | |
| Female | 137 | 100.0 | 39.0 | 47.2 | 10.6 | 3.3 | 24.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 20 | 100.0 | 35.7 | 35.7 | 21.4 | 7.1 | 42.9 | I/S | I/S |
| African American | 226 | 100.0 | 46.7 | 43.3 | 7.6 | 2.4 | 18.6 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 186 | 100.0 | 36.9 | 48.2 | 11.3 | 3.6 | 26.2 | | |
| Disabled | 62 | 100.0 | 70.7 | 25.9 | 1.7 | 1.7 | 5.2 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 248 | 100.0 | 45.6 | 42.5 | 8.8 | 3.1 | 20.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 246 | 100.0 | 46.0 | 42.9 | 8.5 | 2.7 | 20.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 212 | 100.0 | 45.5 | 43.9 | 7.6 | 3.0 | 20.2 | No | Yes |
| Full-pay meals | 36 | 100.0 | 46.4 | 32.1 | 17.9 | 3.6 | 25.0 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 248 | 100.0 | 58.4 | 33.6 | 6.6 | 1.3 | 8.0 |
| Gender | | | | | | | |
| Male | 111 | 100.0 | 61.2 | 30.1 | 6.8 | 1.9 | 8.7 |
| Female | 137 | 100.0 | 56.1 | 36.6 | 6.5 | 0.8 | 7.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 20 | 100.0 | 50.0 | 28.6 | 14.3 | 7.1 | 21.4 |
| African American | 226 | 100.0 | 59.5 | 33.8 | 5.7 | 1.0 | 6.7 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 186 | 100.0 | 47.6 | 42.3 | 8.3 | 1.8 | 10.1 |
| Disabled | 62 | 100.0 | 89.7 | 8.6 | 1.7 | 0.0 | 1.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 248 | 100.0 | 58.4 | 33.6 | 6.6 | 1.3 | 8.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 246 | 100.0 | 58.9 | 33.5 | 6.3 | 1.3 | 7.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 212 | 100.0 | 59.6 | 33.3 | 5.6 | 1.5 | 7.1 |
| Full-pay meals | 36 | 100.0 | 50.0 | 35.7 | 14.3 | 0.0 | 14.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 248 | 100.0 | 38.5 | 46.5 | 12.8 | 2.2 | 15.0 |
| Gender | | | | | | | |
| Male | 111 | 100.0 | 39.8 | 43.7 | 15.5 | 1.0 | 16.5 |
| Female | 137 | 100.0 | 37.4 | 48.8 | 10.6 | 3.3 | 13.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 20 | 100.0 | 42.9 | 28.6 | 28.6 | 0.0 | 28.6 |
| African American | 226 | 100.0 | 38.6 | 47.6 | 11.4 | 2.4 | 13.8 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 186 | 100.0 | 29.2 | 52.4 | 16.1 | 2.4 | 18.5 |
| Disabled | 62 | 100.0 | 65.5 | 29.3 | 3.4 | 1.7 | 5.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 248 | 100.0 | 38.5 | 46.5 | 12.8 | 2.2 | 15.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 246 | 100.0 | 38.8 | 46.4 | 12.5 | 2.2 | 14.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 212 | 100.0 | 37.4 | 48.0 | 12.1 | 2.5 | 14.6 |
| Full-pay meals | 36 | 100.0 | 46.4 | 35.7 | 17.9 | 0.0 | 17.9 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 48 | 100.0 | 30.4 | 34.8 | 34.8 | N/A | 34.8 |
| | 4 | 41 | 100.0 | 34.1 | 51.2 | 14.6 | N/A | 14.6 |
| | 5 | 45 | 100.0 | 33.3 | 51.1 | 15.6 | N/A | 15.6 |
| | 6 | 49 | 98.0 | 47.9 | 35.4 | 16.7 | N/A | 16.7 |
| | 7 | 46 | 100.0 | 28.3 | 65.2 | 6.5 | N/A | 6.5 |
| | 8 | 53 | 100.0 | 53.8 | 40.4 | 5.8 | N/A | 5.8 |
| 2005 | 3 | 38 | 100.0 | 12.1 | 42.4 | 42.4 | 3.0 | 45.5 |
| | 4 | 46 | 100.0 | 37.2 | 37.2 | 25.6 | 0.0 | 25.6 |
| | 5 | 42 | 100.0 | 62.9 | 31.4 | 5.7 | 0.0 | 5.7 |
| | 6 | 40 | 97.5 | 34.2 | 52.6 | 13.2 | 0.0 | 13.2 |
| | 7 | 41 | 100.0 | 41.7 | 36.1 | 22.2 | 0.0 | 22.2 |
| | 8 | 41 | 100.0 | 40.0 | 45.0 | 15.0 | 0.0 | 15.0 |
| Mathematics | | | | | | | | |
| 2004 | 3 | 48 | 100.0 | 37.0 | 54.3 | 6.5 | 2.2 | 8.7 |
| | 4 | 41 | 100.0 | 58.5 | 36.6 | 4.9 | N/A | 4.9 |
| | 5 | 45 | 100.0 | 37.8 | 53.3 | 8.9 | N/A | 8.9 |
| | 6 | 49 | 98.0 | 50.0 | 35.4 | 10.4 | 4.2 | 14.6 |
| | 7 | 46 | 100.0 | 56.5 | 37.0 | 4.3 | 2.2 | 6.5 |
| | 8 | 53 | 100.0 | 69.2 | 21.2 | 5.8 | 3.8 | 9.6 |
| 2005 | 3 | 38 | 100.0 | 21.2 | 72.7 | 6.1 | 0.0 | 6.1 |
| | 4 | 46 | 100.0 | 39.5 | 41.9 | 11.6 | 7.0 | 18.6 |
| | 5 | 42 | 100.0 | 71.4 | 28.6 | 0.0 | 0.0 | 0.0 |
| | 6 | 40 | 100.0 | 25.6 | 46.2 | 23.1 | 5.1 | 28.2 |
| | 7 | 41 | 100.0 | 50.0 | 36.1 | 8.3 | 5.6 | 13.9 |
| | 8 | 41 | 100.0 | 65.0 | 32.5 | 2.5 | 0.0 | 2.5 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 38 | 100.0 | 54.5 | 36.4 | 9.1 | 0.0 | 9.1 |
| | 4 | 46 | 100.0 | 55.8 | 32.6 | 9.3 | 2.3 | 11.6 |
| | 5 | 42 | 100.0 | 94.3 | 5.7 | 0.0 | 0.0 | 0.0 |
| | 6 | 40 | 100.0 | 56.4 | 38.5 | 5.1 | 0.0 | 5.1 |
| | 7 | 41 | 100.0 | 38.9 | 47.2 | 11.1 | 2.8 | 13.9 |
| | 8 | 41 | 100.0 | 52.5 | 40.0 | 5.0 | 2.5 | 7.5 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 38 | 100.0 | 21.2 | 66.7 | 12.1 | 0.0 | 12.1 |
| | 4 | 46 | 100.0 | 32.6 | 51.2 | 14.0 | 2.3 | 16.3 |
| | 5 | 42 | 100.0 | 60.0 | 20.0 | 14.3 | 5.7 | 20.0 |
| | 6 | 40 | 100.0 | 43.6 | 43.6 | 10.3 | 2.6 | 12.8 |
| | 7 | 41 | 100.0 | 33.3 | 44.4 | 19.4 | 2.8 | 22.2 |
| | 8 | 41 | 100.0 | 40.0 | 52.5 | 7.5 | 0.0 | 7.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 373) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 6.4% | Up from 1.9% | 4.0% | 3.0% |
| Attendance rate | 96.6% | Up from 96.2% | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.1% | Down from 5.7% | 5.4% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.6% | Down from 5.3% | 4.6% | 3.2% |
| Eligible for gifted and talented | 6.4% | Down from 7.8% | 5.4% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 15.3% | Down from 17.4% | 7.7% | 8.2% |
| Older than usual for grade | 5.1% | Up from 5.0% | 1.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 3.0% | 0.0% | 0.0% |
| Teachers (n= 33) | | | | |
| Teachers with advanced degrees | 51.5% | Down from 60.0% | 50.0% | 52.6% |
| Continuing contract teachers | 63.6% | Down from 80.0% | 78.9% | 83.3% |
| Highly qualified teachers | 93.8% | Up from 85.7% | 92.4% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 2.3% | 0.0% |
| Teachers returning from previous year | 70.8% | Down from 78.6% | 83.7% | 87.0% |
| Teacher attendance rate | 95.1% | Up from 93.9% | 94.9% | 95.0% |
| Average teacher salary | \$40,320 | Down 3.4% | \$40,479 | \$41,703 |
| Prof. development days/teacher | 7.3 days | Down from 9.3 days | 12.7 days | 12.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.3 to 1 | Down from 19.5 to 1 | 16.9 to 1 | 18.8 to 1 |
| Prime instructional time | 90.6% | Up from 89.3% | 89.1% | 89.8% |
| Dollars spent per pupil* | \$8,443 | Up 7.1% | \$7,105 | \$6,242 |
| Percent of expenditures for teacher salaries* | 55.6% | Down from 59.3% | 64.2% | 65.8% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | Up from Good | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 94.8% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 95.8% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was fantastic at Cainhoy Elementary/Middle School. Our new administrative staff thoroughly enjoyed working with the parents, students, faculty, and staff of Cainhoy.

The State Improvement Grant which focused on behavior was a huge success. The number of discipline referrals dropped ten to twenty percent, depending on the grade level at the end of the year. Students are excited about learning. They earned Tiger BUCKS for displaying good behavior and were allowed to cash them in for pencils, paper, notebooks, games, candy and several other items in the Tiger Pride Store. The "Tiger Pride Store" was an innovative incentive for our students.

Our School Improvement Council worked very hard during the year. The Council acquired new playground equipment and started a recreational basketball program for our children. In addition, the school improvement council found funding from local businesses to help enrich academic achievement for our students and to provide resources for the Tiger Pride Store, Our homework center and the ASTAR program provided additional support for those students who did not score basic or above on the PACT. The members of the council are dedicated to the welfare of our students. They are working to help us maintain Cainhoy Elementary/Middle as a "First Class School." Kathy-Mack Watson did an outstanding job as chairperson of the council.

Cainhoy Elementary/Middle School was fortunate to have an English/Language Arts and a Math Specialist assigned to the school. Their duties included helping teachers write lesson plans, modeling instructional techniques in the classroom, and meeting with teachers to ensure the overall academic success of our students.

John Spagnolia, Principal

Kathy Mack Watson, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 32 | 34 |
| Percent satisfied with learning environment | 84.4% | 87.5% | 91.2% |
| Percent satisfied with social and physical environment | 90.3% | 87.5% | 91.2% |
| Percent satisfied with school-home relations | 37.5% | 84.4% | 77.4% |

*Only students at the highest elementary school grade level at this school and their parents were included.